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THE Michigan Teacher

A MONTHLY JOURNAL

DEVOTED TO

EDUCATIONAL INTELLIGENCE,

TO THE PRACTICAL WORK OF THE SCHOOL ROOM,

AND TO THE

PHILOSOPHY OF EDUCATION.

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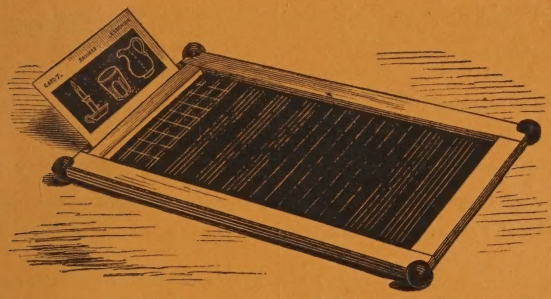

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VOL. VI.—NILES, AUGUST, 1871.—NO. 8.

THE glory of Michigan is her school-houses. This has been our just boast for many years. In the first elaborate work on school architecture published in this country, a quarter of a century ago, the only State west of the Alleghanies that furnished an illustration and plans to it was our own. But the old school-house at Monroe would now make a sorry figure beside the palatial Central Building in Battle Creek, whose fine proportions and tasteful ornamentation are apparent in the engraving which fronts this page. To this edifice, but recently dedicated and occupied, must, we think, be awarded pre-eminence as the most elegant, convenient, and completely appointed school building in the State.—Nothing which money, architectural taste, or mechanical skill can supply seems to be wanting. It is a noble monument to the enterprise, foresight, intelligent patriotism, and generous culture of the School Board and people of the city it adorns. Superintendent THOMAS, in his Annual Report, very properly refers to the "unconscious tuition" imparted by this stately school-home, with its harmonious and handsomely furnished interior, to the generations of children that will be privileged to inhabit it. We hope to see it duplicated or excelled in many of our cities and villages.

In the next number of the TEACHER we expect to illustrate, by engraving and letter-press, the school system of Niles city; and, from time to time, to set forth similarly the educational arrangements of oth er places in the State. Nothing could better advertise the commonwealth abroad.

THE Inaugural Address of President ANGELL, made at the University Commencement on the 28th ult., is described as a very happy effort, delivered without manuscript before him, eye to eye with his audience. It was the general topic of praise and congratulation among the alumni and officers of the institution during the rest of the day; and even the meagre reports we have amply justify their plaudits.— We copy his remarks on two or three salient points from the *Chronicle's* report:—

He said the University sustains vital relations to the state. It may justly be termed the child of the state. If the legislative appropriations to the University establish the policy of the state to recognize a parental duty to the University, this simple fact implies a high conception of the functions both of the state and of the University. It contemplates the state as existing for something higher than the mere negative work of repressing crime, as charged with the positive office of promoting the intellectual and moral good of the citizens. It assumes that it is just and wise for the state to place the means of generous culture within the reach of the poorest child upon its soil. It has lying behind it the Aristotelian conception of the state as existing "for honorable deeds." It is in complete harmony with MILTON'S grand idea of the state as instituted for something still higher than mere material interests. It takes the ground which Christian philosophy justifies.

It has been the fortune of this University to pass from infancy to maturity in this era of nascent, formative life in our great schools. It is too early to sum up the arguments of the disputants upon the educational questions of the day, and render a verdict in which all will acquiesce. But twenty years suffice to show that there has been a main drift of intelligent public opinion towards some of the positions early adopted by the University. Two of these especially may be named: the opening of the choice of studies to pupils, and the furnishing of larger opportunities than were formerly afforded for the study of history, the modern languages, and the natural sciences. The satisfactory results of some of the experiments here have not been without a marked influence on some of the older institutions of the East, while they have evidently determined the organization of the state universities which have been springing up in the West. These are facts on which the University may justly congratulate itself.

Honorable as has been the history of the University in the past, we all hope to see it doing larger and better work in the future. The intense desire of all intelligent men in this country for a few American universities which shall be to our schools what the European universities are to the English secondary schools, the French *lycees* and the German *gymnasia*, may be regarded as a prediction of the upbuilding of such institutions. They can not be extemporized or imported.— They must grow. If this State and this University prove themselves

worthy of the vantage-ground gained here, this should be the first of the Western schools to reach the true university standard. This aim should never be lost sight of.

It is to be hoped that students may be induced to remain for post-graduate work in linguistic studies and in the natural sciences. Those who are to enter the important profession of journalism, might well tarry and extend their studies in history, literature, political economy, political philosophy, and international law.

The suggestions of the last paragraph have an importance not easy to estimate. Many of our strongest men, and not a few of the best graduates from the schools, are preferring journalism to all other professions. The era of the tongue is going out: that of the pen is coming in; and our colleges will do well to provide for a growing want.

THE address of Prof. ESTABROOK, upon taking his place as Principal of the State Normal School, has not been so favorably received in all quarters, but seems to us worthy of honorable mention, judging from the abstracts furnished by the press. We make but a single excerpt from the *Post's* report:

I am aware that the opinion is prevalent — and not, perhaps, without some foundation — that a much larger share of the work in the Normal School has been academical than professional. But is there not an unavoidable necessity for this? Most of those who have come here for instruction in the science and art of teaching have been found sadly deficient even in the common English branches; and how was it possible for them to learn the "how" and "why" of teaching before they had learned the "what"?

Though the teachers from the Normal School constitute but a small proportion of the whole number required in the State, a great and noble work has been done in elevating the standard of education and improving the methods of instruction. The experiments tried here have led to broader views. At the same time they have revealed heights not yet reached. We must advance, or we shall fall from the position already attained. The most liberal legislation can only furnish the machinery. That machinery must be set in motion by soul-power that comes of deep convictions of the infinite importance of our work.

THE contents of this number, in part, are less professional, and more miscellaneous, than we could wish for any other than an issue in vacation. The fact that it is not term-time with most of our readers will also excuse the almost total absence of our Practical Department.

Prof. OLNEY'S article will, we think, be read with especial interest. It should be noted that it was prepared before President ANGELL'S address was delivered, with which it coincides in one or two particulars.

The Public Schools of Battle Creek.

BY C. B. THOMAS, SUPERINTENDENT.

THE new Central School Building, a view of which is given in this number of the TEACHER, was erected in 1870–71.— Ground was first broken in March, 1870, and the completed building was opened for school purposes April 10th, 1871. It is three stories high, with a basement; is built of brick and cut stone, and is roofed with slate. The whole building, outside of walls, is 96½ feet by 119½ feet. Measuring from the water-table, it is 53 feet to the top of the wall-plate, 124 to the top of the cupola, and 133 to the top of the vane. The building has three entrances: one, the main entrance, in front, and two in the rear. On the first floor are seven school-rooms, three in each end of the building, and one behind the main entrance, and between the two halls running to the rear. These rooms are 25 by 35 feet, and all together seat 400 primary scholars. On the second floor are seven school-rooms and the office of the Superintendent. The rooms are of the same size as those below, are appropriated to the intermediate and grammar-school grades, and will each seat 42 scholars, or 294 in all. The high-school department is upon the third floor. On it are two school-rooms, seating 142 scholars, three recitation-rooms, a music-room, a library, and a museum. The seating of the building at present is, therefore, 846, but can easily be increased to over 900. In the basement are two dining-rooms, for the use of those pupils who, living at a distance, can not go to their homes and return between the morning and afternoon sessions.

The building is warmed by steam, and thoroughly ventilated by a seemingly perfect arrangement of heated flues, which secure for all the school-rooms a constant and rapid introduction of pure, and expulsion of impure, air. On each floor are ample cloak-rooms, in which are hooks for every scholar, numbered to correspond with the seats. Water, both for washing and drinking purposes, is furnished in the rear

halls on each floor. The windows are furnished throughout with inside blinds. The whole interior wood-work is finished without paint, showing the natural color and grain of the wood, which is ash and black walnut, except the doors and blinds, which are pine.

In a word, the building, in its arrangement, its adaptation, and furnishing, is exceedingly convenient and beautiful.

To accompany the foregoing description of the new Central Building, some detailed account of the organization and general methods of the city schools is deemed desirable.

The school system of Michigan has so thoroughly pervaded the State; the schools, either in large or small towns, are modeled so closely after one general plan, that what follows will offer few new facts or suggestions to Michigan readers. To those in other States, and in those foreign climes whither the TEACHER claims to travel, the story may not be quite so familiar. We recognize the fact that the union schools are *public* schools, designed to accomplish the practical education of all. Not only is the high school expected to prepare young gentlemen (and young ladies, too, in these better days,) for college, but the intermediate and grammar grades must offer a complete, though briefer course, to those whose means and leisure forbid a higher culture. There is no good reason why the course of study for the pupil who must leave school at twelve years of age should not be as carefully suited to the needs of his after life as that devised for pupils who will employ six or eight years more in scholarly pursuits. If there be any difference, perhaps those whose means are poorer need the wiser place. Therefore effort has been made, in the arrangement of the studies, to make the course for each department complete in itself.

In the primary department, of course, only the elements can be given. Such practice in reading and spelling as is afforded in First and Second Readers, the first principles of arithmetic, a good outline of geography, and such practice in orthography as suits the age of the pupils, comprise the course for this grade.

In the intermediate department, a more complete course is possible. Reading, spelling, orthography, penmanship, geography, and arithmetic, are carried far enough to fit the pupil for the common exigencies of business. The elements of grammar, with practice in simple composition, awaken thought and cultivate expression. In connection with geography, the leading events of United States history, so far as locality is concerned, are pleasantly interwoven. Oral instruction on a

variety of topics, drawing of maps, birds, animals, buildings, tools, etc., combine both amusement and instruction.

The pupil who completes the studies of the grammar-school, besides the above studies, carried further and more thoroughly mastered, will have supplemented his political geography by a general knowledge of physical geography; he will have studied some standard history of the United States and the elements of algebra; and oral instruction will have made him familiar with the practical teachings of physiology and many elementary principles of natural science. If the graduate from this department has been faithful to his lessons, he or she will possess what may be safely termed a good *practical education.*

The high-school prepares the scholar to enter upon either the scientific, Latin, or classical course in the State University or other college. Beyond this, it affords the student a general acquaintance with higher geometry, ancient and modern history, geology, chemistry, civil government, English literature, and moral science.

The arrangement of this course of study expects the scholar to spend four years in the primary grade, four in the intermediate, two in the grammar, and three in the high-school departments. The student, therefore, who enters school at five years of age will, in course, graduate at eighteen.

But just here the greatest objection to the *graded* schools is to be met. Fifty scholars, as nearly equal in age and advancement as can be found in any public school, placed under the instruction of the best of teachers, will in six months manifest great inequality in ability and progress. If *grade* is strictly adhered to, as is too often the case, the slow retard the apt pupils, and valuable time is lost; or the apt pupils drag on the slow ones too rapidly, and thoroughness is sacrificed.—Children vary as greatly in capacity and mental aptitude as in form and feature, and the writer fully believes that unless the grading of a school is flexible enough to accommodate itself to the varying abilities of its pupils, allowing the strong and ambitious to mount two steps while the slow with difficulty gain one, it is a curse rather than a blessing. Our schools, therefore, are not only graded, but, so far as possible, the grades are sub-graded into classes, one of which sweeps on and soon overtakes a higher grade, while the other is only able to follow the regular outline of the course. This process of "natural selection" is closely watched, and has been productive of most excellent results.—During the year ending March 24th, nearly one hundred scholars were

thus enabled to overleap a year, and save the time of two long lives.—It is confidently believed that this subject has not yet received sufficient attention from those who manage our graded schools.

The working of our schools, during the year just closed, can be best understood by examination of the following figures:

Total enrollment, including transfers and promotions..	2,050
Names enrolled twice	540
No. of different pupils enrolled	1,510
Average number belonging	985.78
" daily attendance	933.43
" " absence	52.35
Total absence, in whole days	10,288
Per cent of attendance	.95
Total cases of tardiness	4,195
Per cent of tardiness	.011
Visits from patrons	1,127

[We add some extracts from the last Annual Report of Superintendent THOMAS, which seem interesting and valuable.—ED. TEACHER.]

The opening of our new and beautiful Central Building forms an epoch in our school history. Use, even for one term, has abundantly demonstrated its happy adaptation to our needs. The test of experience has failed to discover a single fault in its construction, its arrangement, or its fitness in any particular. Its exceeding beauty, without and within, is in itself a mighty educational force, scarcely, if at all, inferior in beneficent influence to any which mold the character and educate the taste of our children. Our children's children will invoke blessings upon its wise projectors and generous builders.

The room connected with the high school, and fitted up as a museum, is rapidly becoming a place of interest. The collections in the old building have been quite largely increased by donations since the opening of the new room. The museum now contains quite a variety of ores, including many beautiful specimens of iron, lead, zinc, copper, silver, and gold. The collections illustrative of geology are not yet very extensive. Of corals, however, the specimens are quite numerous and very fine. In zoology a good beginning has been made. Quite a collection of insects is already upon the shelves, properly classified; and recent donations have given us some fine specimens in other departments.

As regards corporal punishment, also, the results are most favorable. In 1868–9, corporal punishment was frequent in the schools, and the number of cases large. In 1869–70, the decrease amounted to 40 per cent, and in the year just closed to more than 73 per cent. These figures speak in a way not to be mistaken of the greater prudence, skill, and wisdom of our teachers, and the consequent better deportment of pupils. All friends of humanity, all who understand the extreme sen-

sitiveness and impressibility of childhood, will rejoice to know that the use of the whip in our schools is coming into disfavor, that it is always used with reluctance, and only in extreme cases.

THE GRADUATE IN THE WORLD.

A capital poem was read at the recent meeting of the Alumni of Michigan University, by H. M. UTLEY, A. M., of the Detroit *Post*.— We extract the following sensible and modest lines:

"And thus it has happened, maybe to some here,
Who 've toiled faithfully forward for many a year,
That they have become neither wealthy nor great,
And have rather forsworn such ambitions of late,
And dropped quietly into some not lofty seat,
Content to do work for the bread which they eat;
Their grand castles in Spain all gone to decay,
Deserted, and moss-grown, and crumbled away,
While vexatious cares ever flock round their road,
As they stagger along with life's troublesome load.

A knowledge of books is small help in the case
Which the full-fledged alumnus first meets face to face,
How to cope with his fellows, and standing alone
By prudence and pluck in a place of his own.
He is up in the language of Greece and of Rome,
And has mastered full many a ponderous tome;
He has delved in the ashes of long-buried towns,
To dig up the roots of old verbs and old nouns;
He has wrestled with EUCLID, and squared an ellipse.
Weighed Jupiter's moons, figured up an eclipse,
Is *au fait* in the language of "beautiful France."
Has dabbled in chemistry, taken a glance
At the monsters which lived in the pliocene age,
Traced the movements of nations on history's page,
Has absorbed some philosophy, looked into art,
And through his curriculum conned every part.
So he takes his degree, with the highest regard
For the long envied parchment he 's worked for so hard;
And proudly imagines that all men must now
See a halo of learning encircling his brow.
But divers hard raps, which are certain to come
Ere he gets far away from his natural home.
Wake him up to the fact that he 's only a man
Among many millions; and all as they can
Tug along for themselves. Whoe'er he may be,
They care not a fig for his vaunted degree.
He had fondly imagined his schooling complete,
That all knowledge and science lay prone at his feet;
But he learns with each bruise, with each stumble and fall,
That he really knows barely nothing at all;
And he starts out to school, a mere tyro again,
His school-house the world, and his teacher all men."

The Compulsory Use of the Bible in Schools.

BY H. L. WAYLAND, D. D.

SECOND ARTICLE.

Has the Common School any religious character?

The common school is but the agent of the civil society, for the promotion of education, as the court is its agent for the interpretation of law, and the constabulary for the execution of law. To no one of these agents can the principal give any powers, or any character, of which he is not himself possessed. If, then, the state has no religious character, it does not appear that it can impart any religious character, or duties, or powers, to the common school, which is the creation of the state. It would appear that the public schools are not Christian, are not Protestant; that they have no religious shade whatever.

If, however, you assert that these schools have a religious character, that they are *Protestant schools*, then you justify the Catholic in his opposition to them, and in his unwillingness to be taxed for their support. If it is said, "That is a very imperfect education which ignores religion," very likely; but then, if this is the only education, under the circumstances of the case, that the public school can give, why, surely, it is a great deal better than none at all.

But the schools thus organized will be "godless schools." Not more godless than a bank, an army, a school of design, a hospital, a court — in fact, than civil society itself.

I will add, at this point, that I more than doubt the right of civil society, as represented by our legislatures, to make any donations, or appropriations, to any denominational or sectarian schools or colleges. In so far as those institutions are supported by the public funds, they become public schools, become the agents of the state, and must forego their denominational character. While they retain this character, they can lay no claim to the public funds. It is, of course, very pleas-

ant for the college of our own denomination to have help from the state; but, carry out the principle, follow the precedent, extend the same aid to Romanist and to all other schools, and where shall we be? Hence it seemed to me that the article in the rejected Constitution of Michigan, forbidding the legislature to grant aid to any denominational schools, was wise and just. Upon this ground, as it seems to me, rests the argument for the existence of our Christian and denominational colleges. In all our State institutions, alike in the primary school and in the University, Christianity holds a place only by sufferance, and only so long as no appreciable portion of the community object to its presence. If we want Christian institutions, we must create them for ourselves, by voluntary contribution.

IV. We are brought to another inquiry, which, however, is partly covered by the preceding remarks —

Has civil society a right, in a school sustained by the public funds, to compel a parent to surrender his child to the influence of religious instruction and worship, against which the parent has conscientious objections?

I say "in a school;" since, in a *prison*, the inmate may be supposed to have waived, or forfeited, the right of conscience, as also of personal liberty. I say "in a school sustained by the public funds;" since a private school, or a denominational school, stands on entirely different ground. I say "the parent;" and thus dispose of the quibble, "how idle to imagine that the child can have any scruple in the matter." It is with the parent that society has to deal. During the youth of the child, the parent's right to act, to choose, for the child, is unquestionable. He may, indeed, use this right unwisely, injuriously, as he may his right to vote, to hold property; but that is his look-out, not ours, not society's.

"But surely it is not right for him to prevent his child from hearing the Bible read; to bring him up an atheist, or an errorist." Let us make a distinction. I *have a right*, under the constitution of civil society, to do anything that does not interfere with the liberties and rights of my fellow men. It *is right* for me to do only that which will, in the highest degree, please God or bless mankind.

But do we *compel* the parent? He may withhold his child from school. But surely it is compulsion to say, "You must do this, or you must forego the advantages of the free school." The parent is a stockholder in the Bank of Civil Society. The free education of his chil-

dren is one of his dividends. If you deprive him of it, you fine him to just that amount; and *this* is compulsion. And the right to use one degree of compulsion, to impose one degree of penalty, involves the right to use another and further degree? If the principle is admitted, where will you stop?

It will hardly be denied that the reading of the Bible, accompanied by the singing of hymns, and by prayer, constitutes religious instruction and religious worship; of a very imperfect kind, no doubt, yet instruction and worship no less.

That it is worship, is denied by the majority of the Justices of the Superior Court of Cincinnati. But the reply of Judge TAFT, the dissenting Justice, seems to me unanswerable. "What, then, is the character of the morning exercise of reading a passage in the Bible, and appropriate singing in the schools daily? I think that we are bound to regard it both as an act of worship and as a lesson of religious instruction. . . . It is intended to raise the thoughts of the participants to the Father of all. . . It is as a special message from him that the passage of the Bible is read. And so, I am bound to suppose, the plaintiffs regard it. For, if it was simply as an ordinary reading lesson, it would not have been claimed that it was not subject, like other reading lessons, to be changed, or discontinued, under the rules of the Board."

I venture, with all possible humility, the opinion that the late decision of the Superior Court of Cincinnati is contrary to the Constitution of Ohio. The exercises just referred to are a form of worship. The pupils are compelled to attend the place of worship. The tax-payers are compelled to maintain the form of worship. But the Constitution of Ohio expressly provides that "*no person shall be compelled to attend, erect, or support, any place of worship, or maintain any form of worship.*"

"But there can be no conscientious scruples, or objections. How can any one's conscience be violated, or offended, by reading or hearing the pure precepts of Jesus, or the aspirations of David, or by singing the simple hymns composed for the Sunday-school?"

In matters that lie within the sphere of conscience, we have no right to dispute, or to deny, what *profess* to be religious scruples. If, indeed, a Thug of East India claims that his duty to the goddess Kali calls on him to strangle travelers, and that it would violate his conscience to forego this religious rite, the reply is obvious: "This is

outside the sphere of conscientious scruples." But if he say, "I can not, in conscience, read your religious books, or join in prayer to your God, or listen to the words of your Messiah," then we can not force him, except by prostrating the safeguards which alone guarantee the religious liberty of us all. Assuredly, the religious instruction and worship, under the influence of which a man shall place his children, is a matter lying within the domain of conscientious scruples.

"But they are in error; and how can conscience be pleaded in favor of error, and against the truth?" This makes their case all the stronger. It is always error that needs and that receives the benefits of toleration, of religious liberty. Truth does not need toleration, since truth (for all practical purposes, and so far as relates to the action of society) is the opinion of the majority, and can look out for itself* It is error which is the opinion of the minority, and which needs toleration and protection.

It may be added that many persons who have no objection to a religious exercise, *voluntarily* performed, would have scruples the moment it was made compulsory, and was maintained at the public charge. A person may have no conscientious objection to the Anglican forms, and may unite in them when occasion offers, who would yet vie with the Scotch Covenanters in a conscientious opposition to them, the moment they became compulsory, and were sustained by taxation.

If it is said that the Bible is not sectarian, yet the New Testament is sectarian to the Jew, and the *translation* of the Bible may be, and usually is, sectarian.

There is infinite depth of meaning and width of application in the precept, "As ye would that men should do to you, do ye even so to them likewise." Reverse the position. Suppose that a majority of the voters were Romanists, and that the School Board should direct that the exercises of each day in school should be opened with the reading of a passage from the Douay version, with the singing of hymns from the Catholic hymn-book, and with the offering of prayer according to the Romanist ritual. Now, would you and I feel, or should we not, that our rights of conscience were violated?

*Truth, in a popular sense, is that which any one *treweth*, or thinketh. If any one speaks just as he trews, or thinks, we say that he speaks the truth. But it by no means follows that, as HORNE TOOKE says, "There is no such thing as eternal, immutable, unchanging truth." I speak of it now only as practically affecting our actions, and the actions of society. The only truth that a community can act upon, is the judgment of the majority.

If I have rightly stated the question, and if the matter now under consideration comes under the question as stated, there would seem little need of further argument. I will, however, proceed to ask —

V. Supposing that the right exists, is it wise to exercise it?

It is not wise to sacrifice the whole for a part, to sacrifice the main object for one that is incidental. If the whole goes, what becomes of the part? If, by retaining in the schools the formal and compulsory use of the Bible, we should array against the schools the entire force of the Romanist party, and of all who oppose religious instruction in any form, and should give to them as a rallying cry, "No interference with conscience;" if we should afford them a claim on the sympathy of all who advocate the fullest religious toleration and liberty, it can not be denied that we should subject our schools to perils, most real and alarming.

The destruction of our school system would be bad enough; but there is a worse contingency. Suppose we inaugurate the principle that the public schools are to be the vehicle of the religious instruction and worship approved by the majority; and suppose (as is predicted by some persons) that the Romanists have a majority by the end of this century; suppose, further, that they should practice on the principle we have established, (as they unquestionably would): and then where would our schools be?

But any peril is to be incurred, if the cause is sufficient to warrant it. Is the risk in this case justified by the object? We propose to subject the schools to this peril in order to retain — what? The *pro forma* reading of a few verses of Scripture, combined with (perhaps) singing and the offering of prayer.

Mr. FRASER, the Assistant Commissioner of the Schools Enquiry Commission, in his Report to the British Parliament, upon "The Common School System of the United States," thus speaks of the religious instruction imparted in our schools:

"The disjointed, inconsecutive way in which the Bible is read — to-day, a Psalm; to-morrow, a section from a gospel; the day after, a paragraph from one of the letters of St. Paul; — in all cases unaccompanied by a single word in the shape of note, explanation, or comment, can not, and does not, amount to anything that can be called systematic religious instruction."

Add to this that the teacher conducting these exercises may be a Christian believer, whose exemplary morality, blameless life, and de-

vout spirit, shall commend the divine words that are uttered; or — he *may not.*

[CONCLUDED NEXT MONTH.]

Our University and High Schools.

BY PROFESSOR EDWARD OLNEY.

THE question of preparatory training, as the needed discipline and culture lying between our common schools and the colleges is technically called, is the great educational problem of the day. Shall we have preparatory departments connected with the colleges? Shall we have endowed academies? Shall we rely upon our public high schools? These and other methods are proposed and urged by different educators. I do not design to discuss the relative merits of these several plans, for the wise forecast of the fathers has settled the question for Michigan. *Our* public high schools are, and are to be, our preparatory schools. We have no academies of the olden type, and we need none. There is not in the wide world another so grand a scheme for doing this work as that which is now just getting into successful operation in our State. Shall we perfect and harmonize the different parts of our noble educational system; or shall we allow them to become disjointed, and thus make all the parts fail of their highest efficiency for want of mutual sympathy, common aims and inspiration?

A very important step is now being taken towards bringing our high schools and the University more perfectly into line, so that each shall be able to render the most efficient aid to the other. I refer to the scheme for a formal recognition of such of our high schools as are, or shall be made worthy, as preparatory schools to the University.— There appears to be some misapprehension of the design of this measure, and some questionings as to its practicability. Let us, therefore, look at it.

In the first place, we in Michigan are all agreed that our high schools are the legitimate feeders of the University. Now the plan proposed looks to making them the best possible feeders, both as to the amount and quality which they shall furnish. It is very strange what facility

some people have in seeing ghosts. When they are in darkness so dense that they can see absolutely nothing, they people the darkness with spectres. Unfortunately, this has happened in the present case. Some who confess that they can see nothing else, still insist that they see a frightful ghost. This sprite is about to draw the very life-blood from the University, and leave it but a sickly and enfeebled relic of its former self. "Lowering the standard of scholarship," is the terrible process. Now, do keep calm, kind friends. Just the most difficult thing you could undertake to do would be to lower the standard of scholarship in the University of Michigan. The whole history of the institution is against it. Steadily and rapidly has the standard been raised, and never more rapidly than of late years. The very catalogue which announces the present scheme, announces most decided advances. The whole energy and ambition of the faculties are directed toward advance. No movement could be more unpopular — none is more improbable. There is not the slightest danger that even the admission of women will result in such a calamity! There is nothing about the University more jealously guarded, from within and from without, than just this thing.

So far from its being our purpose to lower the grade of scholarship, it is our confident expectation that within a very few years our high schools will be doing most of the work now done in the freshman year in the University. The alarmists have caught at but a single feature of the plan, and have misunderstood even that. Admission to the University, upon the certificates given by high schools, is all they have been able to see, and in this they read our doom. On the contrary, we think this an element of a scheme which is to result in most decided and healthful advance in the standard of scholarship, both in the high schools and in the University. Moreover, we think it an act of simple justice to the communities in which these high schools are located, *and to those who are preparing for college.* How is this?

High schools, like other public institutions, are what the controlling public sentiment makes them. In most cases, outside of Michigan, the public schools are moulded by the popular commercial demand, which says, "Make our boys just the shrewdest and sharpest business men possible, in the shortest possible time;" and by the municipal demand, which says, "Take care of our children that are in danger of growing up in ignorance and vice, so that they shall not fill our prisons and almshouses, but become productive citizens." In Michigan

there is another influence operating, and destined to operate with increasing power, upon the public schools. This influence is our University, inspiring to high aims in the direction of thorough, broad, and generous scholarship. In other States, the public high schools are, as a rule, averse to doing preparatory training. They do not prepare students for college in any considerable numbers, and they do not want to. In Michigan, there is scarcely a high school that has not an ambition to send students to our University, and to send them well prepared. This is the natural result of the commanding position which our University has attained, and of the fact that a large proportion of these schools are under the management of its graduates, and not a few of them have University men upon their boards. In short, they are in sympathy with broad and liberal culture. The University looks with pride and large expectation upon our high schools, and these respond with a generous enthusiasm for the University.

How shall we build upon this foundation? Shall we stand aloof from the high schools, looking critically upon their work, or rejecting it altogether when done; or shall we seek to come into still closer relationship with them, that one aim and one spirit may inspire and direct all? The latter is what we are attempting. We are saying to the high schools, first of all, "If your managing board thinks it expedient for you to do preparatory work, and will come heartily into sympathy and co-operation with us, we will do all we can to help you to do the greatest possible amount in the best possible manner." This assistance we propose to render by counselling them as to the proper course of preparatory study, both as to the subjects to be embraced and the time requisite for each; by frequent visits for purposes of inspection and supervision as to methods in detail; by aiding them in securing the best qualified teachers; *and when they shall be found worthy of it, by giving them our public endorsement as good preparatory schools, and honoring with our confidence the work they do.* This is the spirit of our plan. Its success or failure depends upon the way in which it is executed.

It is not expected that *all* the high schools of the State will come into the plan. But few of them can do this work, or ought to undertake it. The grade of teachers which they must support, the amount of time which teachers must give to this particular work, and the limited number of pupils which they can secure in such courses, make it altogether impracticable for the high schools in our smaller villages to

attempt it. For the high schools in such towns to attempt preparatory work is a wrong both to their constituency and to such pupils as may be induced to intrust their preparation to such overworked hands. Every year there are young men coming to the University who have suffered irreparable loss from having attempted to get preparation where adequate preparation can not be furnished. We want to protect such, by telling them publicly where they can have adequate facilities afforded them. We want, also, to give those communities which are willing to be at the expense of keeping up the requisite grade of instruction, all the advantage which our endorsement can furnish by way of increasing the number of pupils in these courses.

But what about those diplomas which are to be taken as evidence of fitness for entering the University? Simply this: this honoring of of the work done is a necessary part of such a scheme. Let it be understood, however, that it is not an ordinary high school diploma that we propose to receive; but a certificate stating that the bearer has pursued the specific course prescribed for admission to such standing in the University as he seeks. Nor are any certificates to be received bearing date in other years than those in which the University has endorsed the work of the school.

There will probably be from six to ten schools which will go into this arrangement soon. These schools will, without a doubt, in a few years be doing not only good preparatory work, but the largest part of the work now done in the freshman year in college; and, with proper management, the time is not distant when they will be able to carry the work in most branches through the sophomore year. If all this is lowering the standard of American scholarship, let it go down.—Would that its fall might begin in all the States of our Union, and not cease until our public high schools become to our (then) Universities what the German gymnasia are to theirs.

Ann Arbor, June 20th, 1871.

— WE believe that men who have been engaged up to one or two and twenty, in studies which have no immediate connection with the business of any profession, and of which the effect is merely to open, to invigorate, and to strengthen the mind, will generally be found, in the business of every professior, superior to men who have at eighteen or nineteen devoted themselves to the especial studies of their calling.—*Lord* MACAULAY.

The American Scientific Association.

BY PROFESSOR S. R. WINCHELL.

PERHAPS no organization of educated men in this country has ever contained within itself more power to advance the educational and scientific interests of the nation, or has wielded a greater influence in the proper development of the material resources of the nation, than the American Association for the Advancement of Science. Springing into existence almost as a result of necessity, it has for successive years more than satisfied the demand which created it; it has even been, as its name implies, ever at the van in the promotion of science, always spurring on the state and national governments to more extensive and generous provision for scientific investigation.

It is perhaps impossible to state at whose instigation the Association was first formed. By some it is claimed to have had its birth in the mind of Professor EDWARD HITCHCOCK, of Amherst College; but a letter from Professor HALL, State Geologist of New York, addressed to the Association in 1848, on the occasion of the death of Professor LARDNER VANUXEM, plainly states that "to Mr. VANUXEM is due, above all others, the honor of being the first man to propose such an organization." Those men who were engaged in prosecuting geological surveys of some of the Eastern States at the time when the West was yet a region comparatively little known to the geologist, and all its wealth of minerals and geological data was yet unexplored, realizing the advantage and necessity of meeting occasionally for the purpose of comparing observations and uniting their efforts, in order to reduce American geology to a uniform system, and especially to adopt a geological nomenclature for state surveys, which might become the nomenclature of American geologists agreed to meet for this purpose in Philadelphia April 2, 1840. Eighteen men, many of whose names are familiar to scientists of America and Europe, responded to the call. Prof. HITCHCOCK was appointed Chairman, and the meeting resolved itself into the

"Association of American Geologists;" but afterward, wishing to be less confined in its general character, and in order that others might be brought in who were not engaged in state surveys, it appended the word "Naturalists" to the name already chosen, and selected Professor B. SILLIMAN to act as chairman of the next meeting. It was found, however, after consultation, that their investigations were still too incomplete to found a nomenclature, and therefore the first objects of the Association were not at that time accomplished. Subsequently, the geologists of New York published reports adopting a local nomenclature, and thus caused the original project to be abandoned altogether; yet the members cherished the hope that the Association might gradually and quietly expand, until it should embrace all the sciences, and so become an American association for the advancement of science. Its numbers and influence increased at each successive meeting, and a spirit of cordiality was created, which multiplied and cemented social attachments, and stimulated the members to new pride in the organization.

At a meeting held in Philadelphia Sept. 20th, 1848, the Association was so re-organized as to result in the formal adoption of its present name. A list of four hundred and sixty-one members is appended to the published proceedings of this meeting. Its avowed objects were, "by periodical and migratory meetings, to promote intercourse between those who are cultivating science in different parts of the United States, to give a stronger and more general impulse and a more systematic direction to scientific research in our country, and to procure for the labors of scientific men increased facilities and a wider usefulness." A Standing Committee was elected, whose duty it was "to organize the society into sections, permitting the number and scope of these sections to vary in conformity to the wishes and the scientific business of the Association." It was also provided that each section should appoint its own chairman, secretary, and standing committee, whose duty it should be to arrange and direct the proceedings in their sections, and in general to exercise such superintendence over them as the necessities of the organization demanded. Provision was further made, however, for at least three general meetings of the Association, at which any topics might be discussed which would otherwise come before the sections, and thus an opportunity be afforded the various sections of hearing such reports on scientific subjects as, from their general importance and interest, the Standing Committee might select.

At the seventh meeting, in 1851, 338 communications had been pre-

sented—107 on the subjects of physics and mathematics, 32 on chemistry, 93 on geology and mineralogy, 83 on natural history, and 23 on miscellaneous subjects.

At a meeting held in August, 1856, a new constitution and by-laws were adopted, and ordered to go into effect at the opening of the next meeting, by which the powers of the Standing Committee were considerably extended, and the number of sections limited to two.

From 1860 to 1866 no meetings were held, on account of the war, in which many of its members were prominently engaged, and which cost the country the life of one of its first men in science and letters—Gen. O. M. MITCHELL. In 1866, the Association again met at Buffalo, and the attendance at this meeting of 627 enthusiastic members attested the fact that, though the destructive hand of war had almost destroyed its visible form, its spirit was yet strengthening with its age.—Meetings have been held subsequent to this, in Burlington, Chicago, Salem, and Troy, at which such modifications have been made of the constitution and by-laws as the advanced state of science and increased membership seemed to demand; and to-day the great influence of this scientific body is not confined to the shores of America, but, like a wave, it sweeps across the Atlantic, and serves to mould in no slight degree the opinions of men and scholars even on the European continent.

At first the project of establishing here, among uncertain and scattered men, an association which would be so general in its character, and which could be sustained only by the attendance and hearty support of all the first men of science in this country, was entertained with much apprehension of failure. Many, most zealous in regard to the progress of science, shrunk from the undertaking. The geologists were therefore left to begin the work alone, and with characteristic zeal did they take it in hand. Other men of science soon associated themselves with the nucleus thus afforded, and the association became in character, as in name, an American institution. It was entered upon as an experiment: it soon became an enlarged and progressive experience.

The advantages of such an association can scarcely be estimated. Besides the relaxation from severe labor which the meetings afford, they are also an agreeable intellectual resort for learning and communicating the latest discoveries, and for mingling in social converse with those engaged in kindred interests. Old prejudices, and perhaps

enmities, are here sacrificed on the altar of science. Nor is genius beyond or above the stimulus of association, and even the greatest minds can not fail to draw some inspiration from a free and bold interchange of ideas. As a result of these meetings, great facility has been acquired in the expression and promulgation of scientific truths. Not only has the amount of scientific knowledge been greatly increased, but the Association has exerted an influence indirectly on the communities where its sessions have been held. It is due to the Association that Congress authorized the employment of metric weights and measures, and that steps were ever taken facilitating the introduction of the decimal system.

There are some subjects which only an association like this is competent to grapple with, such as regulating the standards of weights and measures, determining the scales of the barometer and the thermometer, and fixing the prime meridian. The time is unquestionably approaching when some general settlement of these questions must be arrived at, and the increased facilities for intercommunication only tend to increase in a corresponding degree the advantages of one system of measures and weights, and of one general prime meridian. It is becoming for such an association to point out explorations desirable to be made on land or water, to suggest systems of extended meteorological observation, plans of surveys, geographical, geological, and others. Such an association might have an influence to secure a combined series of meteorological observations along our whole sea-coast, and thus render it possible to herald the approach to New York harbor of a north-east storm in time to prevent vessels from leaving it, and thus secure much benefit to the commercial community of the country.

But the claims of science need no defense: they must ever be acknowledged by all sensible, thinking men. Science is no foe to truth. It is the fast friend and natural ally of that principle which leads us to the recognition of God as an object of worship, love, and obedience.—Some most eminent men in science and religion are ministers of both. The progress of science is toward truth, but it is not always uniform in its advance, and the occasional haltings and apparent inconsistencies which it betrays seem to stagger some. One age teaches one thing for truth, and another goes beyond that to some higher truth. Science is emphatically progressive, and a changeable, progressive science can by no means furnish a satisfactory support for any reasonable man to

hinge his faith upon. How much deeper, then, morally, than the comparative depths they explore, did those geologists lay the foundation of the American Association! To their honor be it said that that little band of men who, unheralded and without parade, thus assembled at Philadelphia in 1840, were emphatically the fathers, not only of American geology, but also of American science.

New Theory of the Great Pyramid.

BY DR. ROBERT MORRIS, SECRETARY OF THE SCHOLARS' HOLY LAND EXPLORATION.

FIRST ARTICLE.

THIS tale of wonder, "the unique design and long-hidden sources of sublime origin, of that pure and primeval monument, the Great Pyramid," has been conned and commented upon by story-tellers of all ages, from HERODOTUS, five centuries before Christ, down to the present day. That rock-founded building yet stands, the most wonderful ancient thing, save the Holy Scriptures, in existence, — a solemn witness to us, as it was to ABRAHAM (B. C. 1819); as it was to MOSES (B. C. 1571); as it was to JEREMIAH (B. C. 587); to JOSEPH (A. D. ?); to NAPOLEON (A. D. 1799). And it tells some things which, "having once been proven, are not repeated twice in the history of man."

Thus far in the thoughts, and partly in the words, of the learned Astronomer-Royal of Scotland, C. PIOZZI SMYTH. Now, shall *we* attempt to pluck out the heart of this huge mystery, that has endured for forty-three centuries? Shall *we* undertake to force this gigantic, admirable, geometrical and astronomical stone-building of the ancient pre-historic world, to divulge secrets that neither learning, nor force, nor the innumerable years had drawn from its rocky bosom? At first thought the reader's answer will be, "Impossible; let it alone; leave the mighty edifice, with its base so deeply buried in the sands of the wilderness, its smoothly polished marble casing-stones stripped off and borne away, its noble sides furrowed by huge thefts, its once pointed apex flattened down to a platform thirty-two feet square, its still com-

manding height lowered more than thirty feet from the original altitude; leave the Great Pyramid to its magnitude, its majesty, and the deep mystery surrounding it; and let us give attention to matters more nearly within our control."

"Not so," says the little band of pyramidologists, of which Prof. SMYTH, Astronomer-Royal aforesaid, is the acknowledged chief, and the humble writer of these papers the least of his disciples. Not so. We are in the train of great discoveries. At last this old building — fire-proof, earthquake-proof, time-proof, and thoroughly "founded upon a rock — has spoken. Modern science, which admits nothing without proof, but everything with proof, standing before the pyramids in the light of the forty centuries which NAPOLEON declared "contemplate us from its top," propounded two queries which must be answered: "Why was it built? Who built it?" Modern science, represented by capacious minds and extensive reading, bringing forward all the lights that have accumulated upon the vast pile, the grandest of stone monuments, has proven that the whole structure is a "thought of Divinity," exquisitely wrought out in limestone, granite, and marble. In brief, the pyramid is a great *Standard of Metrology* (or weights and measures), set up at the center of the ancient world, — at the center of the land-surface of the whole world, as deduced from modern computations, — at the best spot in the world to satisfy the longitude-wants of this thoroughly scientific age, — at the mean of all barometric observations thus far made in the world, — at a place enjoying the ruling temperature of the inhabited earth, viz., 60°, — on the last or northernmost rock of the desert; — a giant fabric, perfectly oriented, constructed with minutest accuracy in all its details, the most important physical structure, and occupying the most important geographical site, in the known world. The object of this Great Pyramid is, in brief, to show how much is an inch, how much is a bushel, how much is a pound!

Are there any who will smile at what appears to them here an anticlimax to the words that have gone before? What! All these thirteen acres of chiselled stone, built up almost solid, in pyramidal form, to the height of 480 feet; — all this gigantic gift to posterity presenting no higher destiny than that of a measuring stick? Even so — no higher destiny. All the inimitable care to make this grand structure endure down to these latest days was exercised to afford the world a measuring stick! Just as "the peculiar people" themselves were

placed in a close, secluded, and diminutive country, that the special and most important end of their preservation might be accomplished, so the peculiar weights and measures of that people, divinely imparted, were placed within the galleries and steps, and noble lines, and immortal angles, of the Great Pyramid!

Will the reader recall those sentences of inspiration in which the importance of correct weights and measures is insisted upon? If he will, he may learn from them that the subject of Metrology was not beneath Divine attention. I append a few of the texts:

Thou shalt have *a just weight*, a perfect and just *measure* shalt thou have; that thy days may be lengthened in the land which the Lord thy God giveth thee. Deut. xxv, 15.

A false balance is an abomination to the Lord; but *a just weight is his delight*. Prov. xi, 1.

A just weight and balance *are the Lord's;* all the weights of the bag are *his work*. Prov. xvi, 11.

Ye shall do no unrighteousness in judgment, in mete-yard, in weight or in measure. Just balances, just weights, a just ephah, and a just hin, shall ye have. Lev. xix, 35, 36.

The frequent references in Holy Scripture to measures of length, of weight, and of capacity, prove how often laws contained within those texts came into exercise. The precious metals themselves, instead of being made currency by count, as at the present day, were circulated by weight. The offerings to the sanctuary were weighed and measured. Numerous exercises in land mensuration were constantly recurring. Without their "perfect weights and just measures," the chosen people could never have performed their duties to their fellow men; commerce could never have flourished, nor certain justice prevail; nor could the repose of confidence and trust of faith be felt in accomplishing the daily affairs of life.

We have stated, in brief terms, the results of the investigations that have been going on recently, under the lights of modern science, in and around the Great Pyramid. These are, — that this large pile, containing nearly ninety million cubic feet of wrought stone, so compactly builded together that scarcely *one sixteen-hundredth* of the mass (only 56,000 feet) goes into the chambers and passages, was erected to serve as *a Standard of Weights and Measures*. To this I add that, in a subsidiary degree, the division of time is also suggested by the Great Pyramid, with some other valuable information, which shall not be overlooked in our future papers.

And here it is proper to remark, once for all, that whatever thoughts upon pyramidology are communicated in this series of papers, they are to be understood only of the one well-known monument, styled the Pyramid of Cheops, the most northern one of the Gizeh group. For though the second and third pyramids of that cluster do somewhat approach it in form and dimensions, yet they have sensible differences and peculiarities of their own. Ours, for the purity of its lines and the deep meaning of its angles, is quite unique; and when the interior is considered, more characteristic distinctions will be observed.

Let us visit the sublime mass. We have crossed the Nile, ridden through the dirty village of Gizeh, passed under the noble groves of palm-trees, the finest that have ever met our eyes, and coming fairly out upon the meadow lands of the Nile, become aware of a big stony face peering at us from near the top of the cliff to the westward. This is the Sphinx, so often figured as an accompaniment to the Pyramids. Men will differ much as to the impression this monstrous head makes upon them. Prof. R. P. STANLEY, in his "Sinai and Palestine," enlarges upon "its vast projecting wig, its open eyes, the red color still visible on its cheeks, and the immense projection of the whole lower part of its face." For my own part, I was pleasingly impressed with the face, as it looked over the sand-heaps that surround it, and gazed upon me, three miles away, as wondering what stranger was this, coming up from the Nile bottom. Approaching nearer, the shattered and disfigured state of the middle of the face destroyed all illusions, and made the whole seem well nigh hideous to me.

Passing round the stone image, however, we mount now to the cliff on which the object of our search is patiently waiting for us, as it waited nearly forty-three centuries ago for the patriarch ABRAHAM.— We saw it before we saw the Sphinx. We saw it yesterday from the railroad, nearly twenty miles distant, as we came up from Alexandria. Its top is like that "city set upon a hill," described by our Saviour, which "can not be hid." We saw it from the distance of many miles, and gigantic indeed it appeared to us. But now, as we approach it, a strange spirit of contradiction possesses us. The Great Pyramid of Cheops is plainly getting smaller, the nearer we draw to it! There can be no doubt of this. The conventional 450 feet of altitude claimed our full belief an hour since, but now the building does not look half so high. Its conventional breadth of base, 746 feet, is surely exaggerated! In truth, the proportions of this mighty structure are so artis

tic that, having nothing near at hand to which we can compare it, we must walk around it to satisfy ourselves of its area, and climb to its top before we can be assured of its altitude. And this, too, while there are so many protruding blocks, deep excavations, and high steps all along its monstrous sides. How, then, must it have appeared to the beholder as it stood in the early ages of the world, with the secret of its nature upon it, clothed complete with its polished casing-stones, bounded on every side by perfect planes, terminating in a point above, rising from a duly leveled area of rock surface below to the cloudy altitude of 480 feet?

Having walked around the Great Pyramid, and worn off a little of the wire edge of curiosity, we climb to the top by the help, or in spite of the help, of the swarms of Arabs who beset the edifice, as insects beset their own filthy huts yonder under the palm groves. Thence we enjoy the sublime panorama in which the colors of the picture are the lives and fortunes of mankind through almost countless ages. It is a glorious study. Considered only as furnishing a pinnacle, this Pyramid of Cheops is worth to this flat country all it cost. One posted in Egyptian history may command all things to rise and pass before him here — dynasties, conquerors, Pharaohs, enslaved peoples, suits of coins, armies, libraries in papyrus, mummies by millions of millions, all the images of a most impure and indecent mythology, that continued to demand men's worship even down to the age of CONSTANTINE the Great, — and they will obey him.

But thus far we have been merely laboring to secure general ideas, and gratify a natural curiosity concerning the Great Pyramid. Thus far we have done all, and no more, than the flashiest and most superficial tourist who uses MURRAY'S *Hand-book* will do. To come out of Cairo in the morning, "do" the Sphinx, walk round the Pyramid of Cheops, climb it, look hastily into its recesses, lunch, smoke, make a few pencil notes, and ride back to Cairo for dinner, is their fashion, and all they crave. To-morrow we will do much more. With patience and candles, and judgment and the plummet, and a compass, measuring stick, and ten hours at our disposal, we will make the Great Pyramid speak to us, as it has so plainly spoken to others in our day. And the next article shall begin the story.

— EDUCATION is the cheap defence of nations.—BURKE.

PRACTICAL DEPARTMENT.

SCIENCE FOR COMMON SCHOOLS.

WE give below the substance of a plan for teaching science in the common schools, which was lately submitted by Mr. R. C. MORRIS to the consideration of the London School Board. The want of competent teachers and the cost of apparatus have hitherto stood in the way of efforts in this direction. Both these points are sought to be met in the proposed scheme. The subjects for study are chemistry, heat, light, sound, electricity, magnetism, telegraphy, mechanics, hydrostatics, steam-engine, geology, metallurgy, botany, zoology, animal physiology, health, etc. In the matter of books, it is recommended that a committee be formed to select, revise, and compile a full set of suitable text-books, which are to be issued in a cheap form, bearing the sanction of the committee. Concerning apparatus, it is advised that a depot be established where complete sets, sufficient for illustrating the sciences mentioned, may be provided at much below the usual rates. Each set is to be limited in cost to one hundred pounds, and is to be divided into ten cases at ten pounds each, a single case to be complete for the illustration of one or two subjects. The teacher is to be a visiting one, going from school to school, and giving one or two hours' instruction in each two or three days in the week. In this way a single teacher might attend to seven or eight schools, taking the pupils through three or four of the subjects annually, and thus in three or four years each school would have completed the course. Separate apartments for scientific instruction are advised, but if these are not to be had, the instruction is to be given when it will least interfere with the other business of the school. An institution where teachers may have an opportunity of acquiring a practical knowledge of their profession, and where their qualifications for the work may be thoroughly tested, is also recommended. Periodical examinations, and a regular system of rewards are likewise provided for in the plan. The books and apparatus are to be supplied by Government, and the teachers are

to be paid by the schools, with governmental assistance when necessary.—*The Galaxy.*

Thoughts and Facetiæ.

BUT few of us realize the power that is annually added to the republic in the several thousand graduates that emerge from our institutions of learning. The old Latin motto, *Scientia auctoritas est*, —"Knowledge is power," —is to be realized in the case of each individual. Every well educated man is a power in the community in which he lives. One who notices the obituaries of prominent men will be surprised to see how large a proportion of them were college-bred; and an inspection of the details of their lives will show that it was through the thorough equipment of their scholarship that they were enabled to rise to distinction through a course of usefulness. Through education comes the power to do things—the executive faculty; and that is what makes leaders of the men who possess it. The educated man is also a many-sided man, and hence is in request in many directions.—*Detroit Daily Tribune*.....The Franco-German war may be said to have afforded the most striking lesson that could be given, not simply of the dangers of gross ignorance, but of the value of the higher education. Probably no event of history ever brought into sharper contrast, taking the lowest view of the matter, the physical strength of education and the physical weakness of ignorance, and the contrast has received a sharper point than ever from the enormous difficulty in recovering from her prostration which France plainly shows.—*The Nation*.....To associate with a quick-witted woman is an education.

THE following is told of a Harvard graduate. On the examination in physics, he was asked, "What planets were known to the ancients?" "Well, sir," he responded; "there were Venus and Jupiter, and — I think the earth, but am not quite certain."..... An exchange mentions a case beyond the skill of oculists. It is that of a young lady who, instead of a pupil, has a college student in her eye.....A Connecticut school-boy has written a composition on the horse, in which he says it is an animal having four legs, "one at each corner."..... An unpleasant sort of arithmetic—divisions among families.

LITERARY MATTERS.

WHITE'S ARITHMETICS.

MR. EDITOR: I feel constrained to say a few words about this series of Arithmetics. I am impelled by several considerations, and shall doubtless be charged, by those unacquainted with me and interested in the books, with still another consideration, quite different from those I mention, and much less reputable. With some, — I trust with all who know me, — it will be sufficient for me to say that my chief motive is the interest I have in securing good training in mathematical studies, and the responsibility I feel for the character of the work done in Michigan. It might be a sufficient reason for a review of the books, that I have been requested to review them, both by the former and the present editor of the TEACHER. I write over my own name, because of my connection with another series, and because I scorn to do what might otherwise be attributed to me, strike at an adversary in the dark. Allow me, however, to say that, so far from considering a fellow laborer as an adversary, I rejoice at every effort to secure better text-books, and to introduce better methods into our schools. But enough of this.

E. E. WHITE, M. A., whose high reputation as an educator and a man every intelligent teacher in the West, at least, must know, has written three books on arithmetic, called "The Graded School Series." They are styled "Primary," "Intermediate," and "Complete." These books have been published in the highest style of the printer's art, by WILSON, HINKLE & Co., of Cincinnati, Ohio, — a firm second to none in our country for their business enterprise and ability to "push" a school-book. Moreover, these books are introduced under a most excellent and popular name, that of the late Dr. RAY. With such prestige, it can not be but that the arithmetics will be introduced into many schools, and their influence for good or evil will be felt for a long time to come, giving character to the work done in mathematical training.

Under such circumstances, it becomes the duty of one who has any responsibility in the premises, to acquaint himself with the character of the books, and the effect which they will be likely to produce. This I have attempted to do; and the result is that I am perfectly amazed at the character of the books, and can only think that their general introduction would be a general and great misfortune. That a good teacher could do good work with such books in his classes, is of course possible; but that the books themselves would be the slightest help in this direction, otherwise than as they furnish a sufficient number of well classified exercises, I can not conceive. Aside

from this feature, it seems to me that they are absolutely without character of any kind. If the teacher supplies in himself this lack, well; if not, the work done must be of the most imperfect kind. These are my conclusions, after a careful, and I think candid examination of the books. But my fellow teachers will ask for reasons (a very unreasonable demand, by the way, according to these books.)

Let us look into the books. Passing all minor considerations, we will ask at once, what is taught on any given subject? We will take one of the first: almost any other would do as well. What, then, will the pupil who depends upon this series learn about Addition? The first 71 pages of the Primary (half the book) will teach him *how* to make the elementary combinations. For this purpose there is an abundance of well classified exercises, and a great variety of pretty pictures. If the pupil learns that 8 and 9 and 6 and 5 are 28, and other similar combinations, *as facts* stored in the memory, he learns all that there is taught him, except the writing of such numbers. Perhaps this is enough for this grade. I am inclined to think it is, and that this book does its work well. Let us look into the Intermediate. Perhaps we shall find something here which recognizes that the child has commenced the study of a science of which logic is the characteristic. He will certainly be taught to seek for the *why*, as well as the *how*, of *some* of his processes. But no; we mistake. The only thing that has the faintest semblance to a reason for any process which the pupil is taught to perform, in the fifteen pages devoted to Addition, is in the incidental remark on page 26, that 21 units equal 2 tens and 1 unit, and a similar remark upon 25 tens and 20 hundreds. I am not caricaturing. It does not seem that, up to this point, the slightest effort has been made to teach anything that is fundamental, except counting, and *how* to add. On pages 38 and 39, at the *conclusion* of this subject, are the ordinary definitions and rule. We will not stop to notice these, though it might be difficult to tell why, according to the definition of Addition, we are to consider *one hundred and seventy* as the sum of 80 and 90, rather than *eighty* and *ninety*. In fact, the definition is absolutely useless for all purposes for which a definition should be made.

Let us hasten to the Complete Arithmetic. Here, surely, we shall see some development of the logic of the process. Wrong again. Not a syllable of any such thing. A little over three pages are given to exercises and a repetition of the definitions given in the preceding volume. If we except a brief remark about the *manner* of adding two columns at once, there is not an idea presented on this subject which is not in the Intermediate.

What has now been said as to the treatment of the subject of Addition is characteristic of the series. There is nothing like a systematic presentation of the methods of the science, as logical processes, in the whole of them. If it was the author's purpose to present the processes *as facts*, simply communicating knowledge and addressing the memory, he has succeeded. If, however, it was his purpose to teach the pupil to think logically, and to formulate such thought clearly and elegantly, it would be difficult to tell how he could have gone wider of the mark.

But, lest it should be thought that the treatment of the subject of Addition is exceptional, we will glance at a few others, and will select for the purpose such as show the most evident attempts at giving demonstrations of processes. On page 128 of the Complete Arithmetic we find, under *Multiplication and Division of Compound Numbers*, the following demonstrations (?), and they are all which are given upon the subject:*

1. Multiply 15 rd. 3 yd. 1 ft. 7 in. by 11.

PROCESS.

15 rd. 3 yd. 1 ft. 7 in.
11
4 fur. 11 rd. 5 yd. 2 ft. 5 in.

Since the value of the units of the successive denominations increases from right to left, begin at the right hand. 11 times 7 in. = 77 in. = 6 ft. 5 in. Write the 5 in. under inches, and reserve the 6 ft. to add with the product of feet. Proceed in like manner until the numbers of the several denominations are multiplied.

6. Divide 19 mi. 4 fur. 20 rd. 2 yd. 9 in. by 7.

PROCESS.

7) 19 mi. 4 fur. 20 rd. 2 yd. 0 ft. 9 in.
2 mi. 6 fur. 14 rd. 1 yd. 2 ft. 8 1-7 in.

Since the value of the units of the successive denominations increases from right to left, begin at the left hand. 1-7 of 19 mi. = 2 mi, with 5 mi. remaining. Write the 2 mi. under miles, and reduce the 5 mi. to furlongs, and add the 4 fur. which gives 44 fur. 1-7 of 44 fur. = 6 fur. with 2 fur. remaining. Reduce the 2 fur. to rods, add the 20 rd., take 1-7 of the result, and proceed in like manner until the numbers of all the denominations are divided.

Could anything be further from a logical development of a subject? There is what seems to be an attempt to give a reason for a single step in the processes; and but one such attempt. It seems to be the design of the first sentence in each — what shall I call it? — statement of the process, to give a reason for commencing, in the one case at the right, and in the other at the left. But the reason for *two opposite processes* is exactly the same! Now, while it is true that this *fact* lies at the bottom of the order in each case, it is certain that no attempt is made to show the connection between the fact and the order of the process.

Let us look at what is usually embraced under *Division of Fractions*. Here we have seven cases and three detailed processes. Surely, this is enough.— In dividing by a fraction, perhaps the process most firmly fixed and most commonly used by the pupil is to multiply the dividend by the inverted divisor. Let us see how this process is accounted for. On page 64 we have the following:

44. Divide 7-8 by 3-5.

PROCESS: $7\text{-}8 \div 3\text{-}5 = \frac{7\times5}{8\times3} = 35\text{-}24 = 1\ 11\text{-}24$, *Ans.*

Since $7\text{-}8 = \frac{7\times5}{40}$, and $3\text{-}5 = \frac{3\times8}{40}$, $7\text{-}8 \div 3\text{-}5 = \frac{7\times5}{40} \div \frac{3\times8}{40} = \frac{7\times5}{3\times8}$

It is thus seen that inverting the terms of the divisor, and taking the prod-

*The word demonstration does not, I believe, occur in the series; and it is nearly as innocent of the thing.

uct of the numerators for the numerator, and the product of the denominators for the denominator, is the same as reducing the fractions to a common denominator, and dividing the numerator of the dividend by the numerator of the divisor.

Now, if any reason is here given for the process, it is this: Multiply the dividend by the inverted divisor, *because it gets the same result* as would be obtained by reducing the fractions to a common denominator, and dividing the numerator of the dividend by the numerator of the divisor!

But my article is already too long, and I have called attention to only one feature of the works, viz., their entire lack of anything bearing the faintest semblance to demonstration of processes. If space allowed, other illustrations in abundant number could be given.

There are other features of the works which are exceedingly questionable, among which may be mentioned the entire absence of answers. This is no new experiment. It has been tried and abandoned many times before. My own opinion is that, for old or young, a large per cent of answers would better be given. This is the teaching of experience — not mine alone, but of book-makers. Much may be said about pupils relying upon their own processes, etc.; but, so far as my observation goes, the most careful, accurate, and pains-taking pupils always have the greatest desire for answers; while the careless ones are relieved of all unpleasant reminders of their slovenly work by the absence of answers. Moreover, in many cases, the *form* of an answer is important, as well as its substance. This is especially true in algebra, where the appropriate form is often much more difficult to obtain from an answer in itself correct; that is, that crude and inelegant answer itself.— The same thing exists, to some extent, in all mathematics.

Perhaps nothing more surely tries the author than the character of the definitions he forms or adopt. We have not space to apply this test. In fact, it would seem that little independent thought has been given to the subject.

Again, whether it is more important that we be told the way after we have travelled it and know all its windings, than when we enter upon it, is a question which the author seems to have decided in favor of the former process; and accordingly has put his rules after his examples. But, seriously, does anyone presume to think that because, in the processes of original investigation, definitions and rules *follow* complete investigation, they should therefore follow in teaching? That the courses through which the child-learner should be led are the same as those through which the original investigator must pass or those by which truth has been developed, is the baldest nonsense. To state the proposition in its involved details, would be to caricature it.

But I will proceed no further at present, and am sorry my article is so long. I desire to say, in closing, that the TEACHER is in no way responsible for this article; and, I presume, it is equally open to fair and honorable criticism of all works which have to do with our common duties as teachers.

EDWARD OLNEY.

ANN ARBOR, July 1st. 1871.

EDUCATIONAL INTELLIGENCE.

MICHIGAN.

TWO interesting questions have recently risen and been passed upon in this State affecting public interests. In September, 1870, the annual school meeting of White Pigeon voted $15,000 to build a new school-house. At a subsequent special meeting held in December last, a motion prevailed rescinding the vote of the annual meeting, and also a vote that the sum assessed to be raised on the tax-roll of 1870 should be refunded to the persons against whom it had been assessed. Suit was then brought by a tax-payer for the amount of the tax assessed against him, the question involved being whether the district had a lawful right to vote to refund a tax after the same had been spread upon the tax-roll. The opinions of the Attorney General and of the Superintendent of Public Instruction are both adverse to the claim of the plaintiff.—*Daily Tribune.* In deciding a case sent up from Charlevoix county, the Superintendent holds that a district has legal power to vote a tax of $1,000 for a log school-house, under the amendments of 1867; but adds: "A log school-house seemed to be a kind of necessary evil, and under the circumstances the Legislature were induced to make the change. I should not encourage their erection."..... Commencement at the University 29th ult. Inaugural address by President Angell, and laying of the corner-stone of the new building. Graduates: 34 A. B., 21 Ph. C., 14 C. E., 8 B. S., 6 Ph. B., 6 M. D., 1 M. E. Honorary LL. D.: Pres. T. C. Abbot; M. A., 18. 2,900 have thus far been graduated — 611 Bachelors of Arts, 167 of Science, 12 of Philosophy, 79 in civil or mining engineering, 469 in medicine, and 1,030 in law. 110 candidates for the freshman class have already appeared. Those from the high schools of Detroit, Ann Arbor, Adrian, Jackson, and Flint are admitted without question, on the recommendation of professors visiting the schools as an examining committee. A number of young women are among the applicants. Prof. R. S. Rosenthal, of Berlin University, has been appointed instructor in German; Prof. DePont, of the University of Paris, instructor in French; and Prof. W. W. Beman, instructor in mathematics..... Only five were graduated at the recent Commencement at the Agricultural College — three gentlemen and two ladies. Handsome presents were made to Profs. Beal, Cook, and Tracy by the freshman class. Valuable additions have been made to the museum. The new chemical laboratory is nearly finished, and will be a great addition to the resources of the college, which is

steadily rising in the esteem of competent judges. Dr. W. F. Clark, chairman of a committee sent from Canada to examine the different agricultural colleges in the country, before starting one in Canada, reported the superior capabilities of this above others visited, adding: "I am constrained to award the palm of superiority to it for the practical good sense, with the economy, determined energy, and encouraging success which have characterized its arrangement and history. In many respects it is worthy of being made a study by those who wish to establish on a sound basis, and without extraordinary outlay, an agricultural college."……Commencement at the Normal School June 30th, with 8 graduates. Inaugural address by Principal Estabrook. The Principal has been authorized to employ two additional teachers and to repair the buildings, fences, and sidewalks. Prof. John Goodison was chosen President of the Alumni Association……Flint and Bay City have a larger proportion of their children in the public schools than any other cities in the State. They have 86 per cent., while Adrian and Saginaw City have but 61……Premiums have been offered, to be awarded at the Annual Fair of the Northern Michigan Agricultural and Mechanical and the State Pomological Societies, in Grand Rapids Sept. 12–15, as follow: For the best plan of a union or graded school building and grounds, with specifications and estimated cost; or of a ward school building and grounds; or of a district or common school-house and grounds; for the best model of a school-house; the best assortment of school furniture for a union school; or the best set for a district school; the best and most complete set of school apparatus; —in each case, a diploma.

ALLEGAN.—Eight graduates at Hope College commencement, with orations in English, Latin, and Dutch. The college is in financial straits, but it has been decided to go on for another year, with the same faculty.

BAY.—Supt. Scoville is retained at Bay City, at $2,500 a year, and Mr. G. W. Dwinelle as principal of the Second Ward School, at $1,000. Nearly all the teachers of the past year have been re-engaged. A normal class will be organized in the high school next year.

BERRIEN.—Niles Union Commencement June 30, with six graduates. Prof. Edwards is to remain……Prof. J. G. Laird, late of the Collegiate Institute at Kankakee, Ill., takes the Buchanan Union, with Miss Nash as Preceptress.—The new building goes forward rapidly……M. A. Kellogg rema ns at New Buffalo……C. M. Pullen has the Berrien Springs schools, *vice* John N. Foster, resigned.

BRANCH.—Prof. C. E. Moon, of Greenbush, N. Y., has been engaged for the Quincy Union.

CALHOUN.—13 graduates from the Battle Creek Union, at the last commencement. Mrs. E. M. Avery resigned as Principal of the high school, although offered $1,000 to stay. Mr and Mrs. A. have been invited to take charge of the Charlotte Union……Miss Nellie Weeks, who left Battle Creek to conduct a colored school in Pontotoc, Miss., has returned, under threaten-

ing orders from the Ku-Klux Klan.....Albion College gives this year B. A. to 6, B. S. to 5, M. S. to 3, and A. M. to 1.

CASS.—Principal Magill resigns at Dowagiac, and returns to Port Huron.

CLINTON.—Prin. McIntire, of the St. Johns Union, reports a gain in the percentage of attendance, "but the amount of absence and tardiness is appalling." He, with Misses Brown and Prowdly, remain in the school another year.....Ex-Supt. Mudge is preaching to congregations of the Christian denomination at *nine* different places this summer.

EATON.—A new building, "Parsons Hall," was dedicated at Olivet College during the recent commencement week.....Prin. Ingham resigns the Charlotte Union, and goes to Colorado, for his wife's health.

GENESEE.—At the closing of the Fenton Union for the year, Supt. Gower, Prin. Cochrane, and the preceptress, Miss Yubbs, received valuable presents. The first two have resigned.....Fentonville Academy, valued at $30,000, has been offered to the Baptists of the State, and will probably be accepted..... Mr. S. H. Herriman has resigned at Flint, and gone to Flushing.

HILLSDALE.—Dr. Day declines the presidency of Hillsdale College, snd Dr. Dan'l M. Graham, of Boston, has been elected to the place. The college gave diplomas this year as follow: B. S., 3; B. A., 1; M. A., 5; D. D., 1; LL. D., 1

INGHAM.—The *State Republican*, speaking of the Lansing Union, says: "Mr. Brokaw has given high satisfaction as Superintendent, and the Board have unanimously agreed to retain him for the coming year. The general opinion is that the schools generally are in good condition, and making steady progress in real efficiency. It is expected that the schools will open in September with 10 to 15 per cent more pupils than there are seats in the school-houses.

JACKSON.—Nine graduates from the Jackson high school, all of whom go to the University. Prof. Gass's management of the East Side Union was highly complimented at the closing exercises.....A degraded thief lately stole thirty of the choicest potted flowers from the Parma school-house.....S. A. Kennedy has resigned at Grass Lake.

KALAMAZOO.—Nine graduates from Michigan Female Seminary, and eight from the Kalamazoo Union. The prospects of the seminary are now hopeful, nearly enough to pay off the debt having been pledged.....Kalamazoo College graduated five in the classical course, four in the Latin and scientific course, and two in the scientific course. D. D. to the Rev. Alfred Owen.

KENT.—Prof. Stewart Montgomery has been elected Principal and Assistant Superintendent of the Grand Rapids Union, at $1,800 a year. The city schools are being more efficiently organized, under a new charter.

LAPEER.—11 graduates from the Lapeer Union — 3 to the University. two continuing their preparation. Presents to Principal Thompson and wife.— He remains another year. The *Clarion* says: "The examinations and exercises reflect high credit upon the corps of teachers employed in the school; but we hope the day is not far distant when the city will provide them with a better school building and better facilities."

LENAWEE.—Fourteenth Annual Commencement of the Adrian high school June 23d, with 7 graduates. On the visitation and report of Prof. Olney, and the recommendation of Supt. Payne, the graduates are admitted to the University without examination.....One Rumsey has been fined $20, with heavy costs, for hiring another to write obscene doggerel, addressed to the teacher, upon the door of a school-house in Fairfield.

LIVINGSTON.—Closing exercises of the Howell Union June 22; 2 graduates.

MACOMB.—The Romeo Union closed on the 23d ult.; 8 graduates. Gold medals awarded for best examination papers in Greek and Latin.....F. L. Tiffany resigns the charge of the Utica Union.

MASON.—Sup't Smith reports but two annual schools — those at Ludington and Riverton. The county has but five good frame school-houses, but several new ones will go up shortly. The two fine school buildings provided for the Indians by the General Government are not used.

MONTCALM.—Supt. Crowell writes in high praise of the Greenville Union. Commencement June 30; 7 graduates. Principal Babcock is to remain, with most of the last year's teachers.

MUSKEGON.—A correspondent writes from Muskegon: "During the hot week of June, Capt. Kirtland, of the beautiful and new steamer Navarino, in the Goodrich line from Chicago to Muskegon, invited Prof. C. L. Whitney and his school to take a trip on Lake Michigan with him. The offer was cheerfully accepted, and the ride was heartily enjoyed by the young ladies and gentlemen who went. All thanks to those who add to the pleasure of the teacher and student." The city is to have a new ward school-house shortly.

OAKLAND.—The new high-school building at Pontiac will be ready for the fall term. It will be one of the finest in the State, though built for $50,000.

OTTAWA.—The Grand Haven school bnilding is nearly ready. It is three stories high, of cut stone and pressed brick. Principal Darling has resigned, from ill health.

SAGINAW.—Prof. H. S. Tarbell, of Detroit, takes the city superintendency at East Saginaw, vacated by Prof. Estabrook.....Prof. J. W. Ewing has resigned from the Saginaw Union, and goes to Ionia, at $1,800 a year. The Saginaw people have voted $15,000 for a new ward school-house.

ST. CLAIR.—Mr. Little, though an alien and a minor at the time of election, has finally set about contesting the right of Supt. Whitmore to his place..... Commencement of the St. Clair Union June 30; 3 graduates. Principal Aulls seems to have done good work. $200 worth of apparatus and a fine organ have been purchased within a year. Miss Ladd, Preceptress, resigns.....F. A. Herring, of the Mt. Clemens Union, has not been re-engaged, though a majority of the district desire his retention.....Nine graduates from the Port Huron Union, at the late commencement. Prin. Baggerly goes to Corunna.

SHIAWASSEE.—Prin. Van Dorn resigns at Corunna, and Prin. Hardy at Owosso — the latter to take the Grand Haven Union. The administration of each is reported as very successful.

VAN BUREN.—Commencement of the Paw Paw Union June 23; 9 graduates. .....Prin. Burked and wife remain at Lawrence.....Prin. Clark has been re-engaged at Decatur. Three graduates this year.....L. H. Roberts takes the Lawton Union, *vice* Jennings, resigned.

WASHTENAW.—Ypsilanti Union closed June 23, with 4 graduates. Prof. G. M. Clayburg has been promoted to the city superintendency. The high school has been transferred to the Normal.....Prin. Lane resigns at Dexter.

WAYNE.—Thirty graduates from the Detroit high school this year. Prof. Hall resigns. A set of Michigan birds is to be purchased for the schools..... The examination of Prof. Sill's infant class in zoology, during the closing week of the Detroit Female Seminary, is highly spoken of by the press. The Seminary has very valuable scientific collections, which are open to the public.....Prins. Jepson at Northville, and Thomas at Wyandotte, have resigned. The latter takes an insurance agency in Detroit, and is succeeded by Mr. J. H. Bishop, late of Napoleon.....Two new school-houses ordered in Detroit.

OTHER STATES.

We can not make room, as hoped, for the full programme of the National Educational Association, to meet in St. Louis Aug. 22–24. It is particularly attractive, and numbers of our teachers will doubtless attend. Reduced rates of fare have been obtained.....There are now 31 institutions for the education of deaf-mutes in this country, with 3,246 pupils and 187 teachers. An excellent school of the kind has been established at Washington by Congress.

CONNECTICUT.—Within ten years $2,875,787 have been given in this State for educational purposes — $1.695,437 to Yale College, and $500,000 to Wesleyan University. At the latter a magnificent Hall of Natural Science, the gift of Orange Judd, has just been dedicated; Prof. Winchell, of Michigan University, delivering the address.....Prof. Noah Porter is the new President of Yale, by a vote of 15 to 3. Ninety-nine graduates this year.

ILLINOIS.—A great Fourth-of-July celebration was held at Evanston, in the interest of the new College for Ladies. A building for it is to go up at once, and the school will open this fall.....Quincy is to have a first-class Ladies' Seminary soon, with a building worth $50,000.

MASSACHUSETTS.—The semi-centennial of Amherst College was celebrated with great enthusiasm. Graduates, 59. LL. D. to Horace Greeley and others.....Harvard graduates 157 this year. It gets $100,000 from Cyrus Wakefield, of Boston, for a new hall and dormitories.....Not one of the graduating class from the State Agricultural College, the newspapers say, intends to make farming his business for life.

MISSISSIPPI.—The free-school experiment proves a great success. During the last school year about 3,000 schools have been established, with 4,000 teachers and over 80,000 pupils. The State Normal School at Holly Springs is doing unusually well for the first year.

MISSOURI.—Hon. Ira Divoll recently resigned the state superintendency, on account of bad health, and died soon after at Baraboo, Wis. He is succeeded by Rev. John Monteith, of St. Louis.....The new building for Lincoln Institute at Jefferson City, for colored people, was dedicated July 4.

NEW YORK.—Cornell University graduated 40 bachelors of arts, science, engineering, philosophy, and veterinary science. It is said that one of the trustees has offered a very large sum to provide for the education of women there.....Union College has chosen as President Dr. E. N. Potter, of Troy, a grandson of Dr. Nott, with much of his tact and executive ability.....Prof. Rœhrig, of Cornell, is considering a course of lectures on Arabic and Turkish.

OHIO.—The School Superintendents of the State, at their late session in Sandusky, passed resolutions in favor of County Superintendents, district normal institutes, and the codification of the school laws.....The result of a year's experiment in giving charge of the highest grades in the Cleveland grammar-schools to ladies is reported as most gratifying—"so uniformly well prepared classes have never before been admitted to the high school." .....W. Mitchell and John Ogden, two well-known educators, will open the Ohio Central Normal School at Worthington Sept. 5.

PENNSYLVANIA.—The corner-stone of the Cumberland Valley Normal School building has been laid at Shippensburg.

RHODE ISLAND has located her Normal School at Providence.

TEXAS.—The State Superintendent issues a circular advising teachers proposing to immigrate to correspond with him, stating their experience and the schools they have taught, with the grade of certificate they hold and where granted. Salaries per month: 1st class, $110; 2d, $90; 3d, $75.

VERMONT.—Prof. M. H. Buckham has been elected President of the University of Vermont, *vice* Pres. Angell, removed to Michigan University.

FOREIGN.

In all the continental cities of Europe music is one of the chief delights of the people. The governments provide for it in the public parks, and foster it as an important branch of education.....The Kaffir College at Amanzimtote in South Africa, has had 40 students during the last year. Instruction is partly in Zulu and partly in English.....Head-masterships in England are valuable—at Harrow and Eton, $30,000, with a large residence; at Rugby, about $20,000. Formerly, head-masters usually became bishops.....The commissioners charged with the examination of educational affairs at Rome have reported that the schools are in a condition scarcely paralleled in any civilized country. The University has no library, and among its professors are few who can write Italian correctly.....The Imperial College, Fukui, Japan, has nearly 700 pupils, some of them far advanced in medical and scientific knowledge. A teacher from one of our American colleges has seven Buddhist priests in his classes.....In Norway and Sweden a system of traveling schools is provided for sparsely settled districts.

Publisher's and Advertising Department.

JUST too late for notice in our News Department, we receive a circular from President BROWN, in regard to the meeting of the State Association of County Superintendents at Charlotte, on the 29th and 30th of August. No programme has yet been prepared; but the following questions are suggested for discussion:

What will the County Superintendency accomplish, if the law is properly administered?
What are the hindrances to success in teaching?
What means can we devise to TEACH teachers how to teach?
Is school visiiation, as practiced by County Superintendents, accomplishing what it ought to do?
Are we educating the youth of Michigan practically, or not?
Wha do the times demand in our courses of study?
How shall we secure uniformity of work in the State?

Supt. DOTY, of Detroit, has been secured for an address, and it is expected that one or more popular lectures will be delivered before the Association. These meetings have always been found interesting and profitable, and there will doubtless be a large attendance of the "new men," as well as the veterans, at this session.

ERRATA.—In the article on WHITE'S Arithmetics, page 291, 8th line from the bottom, for "character" read "merits;" page 292, 17th line from the top, for "perhaps" read "probably;" page 293, 12th line from the bottom, for "seven" read "three," and for "three" read "eight;" page 294, 21st line from the bottom, read "correct than" for "correct; that;" same page, 19th line from the bottom, for "surely" read "severely."

WE take pleasure in directing favorable attention to the advertisement of Kalamazoo College, on the next page. There are unquestionable advantages to be derived from residence at an institution where the individual is not lost in a throng of many hundreds, and of all the minor colleges in the Central States, we commend none to students more cordially than this. Those who wish to prepare for teaching will find a normal class and other superior advantages here.

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8. Foot Notes.—These are crowded with interesting matter that is not strictly a part of history proper. They may be learned or not, at pleasure. They are certain in any event to be read.

9. Biographies of all the leading characters are given in full in foot notes.

10. Maps.—Elegant and distinct Maps, from engravings on copper-plate, precede each epoch, and contain all the places named.

11. Questions are at the back of the book, to compel a more independent use of the text. Both text and questions are so worded that the pupil must give intelligent answers IN HIS OWN WORDS. "Yes" and "No" will not do.

12. Historical Recreations.—These are additional questions to test the student's knowledge in review, as: "What trees are celebrated in our history?" "When did a fog save our army?" "What Presidents died in office?" "When was the Mississippi our western boundary?" "Who said, 'I would rather be right than President?'" etc.

13. The Illustrations, about seventy in number, are the work of our best artists and engravers, produced at great expense. They are vivid and interesting, and are mostly upon subjects never before illustrated in a school book. The pictorial Scheme of History as frontispiece, the Serpent Mound, the Indian's Welcome, the statue of Penn, the Prayer before the Battle, the new portrait of Franklin, the First Railroad Train, the Hall of Congress in 1850, with portraits of eminent men, the bird's-eye view of San Francisco, 'Crossing the Rapidan,' and the Great Eastern laying the Cable," are among those whfch have been specially admired.

14. Dates.—Only the leading dates are given in the text, and these are so associated as to assist the memory; but at the head of each page is the date of the event first mentioned, and at the close of each epoch a summary of events and dates.

15. The Philosophy of History is studiously exhibited—the causes and effects of events being distinctly traced, and their interconnection shown.

16. Impartiality.—All sectional, partizan, or denominational views are avoided.—Facts are stated after a careful comparison of all authorities without the least prejudice or favor.

17. Index.—A verbal index at the close of the book perfects it as a work of reference.

It will be observed that the above are all particulars in which School Histories have been signally defective or wholly wanting. Many other claims to favor it shares with them.

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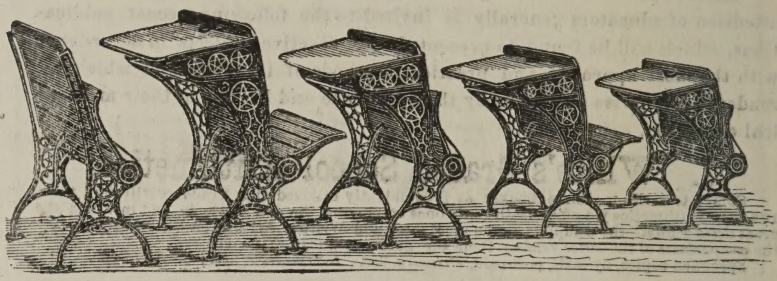

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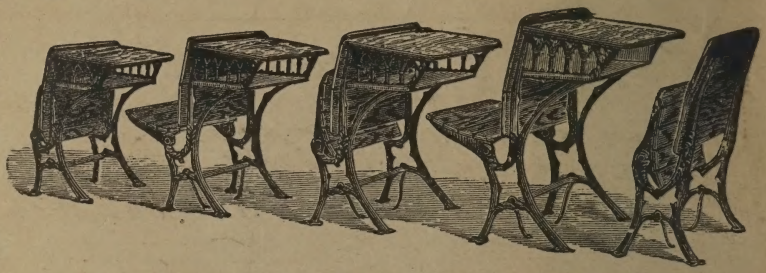

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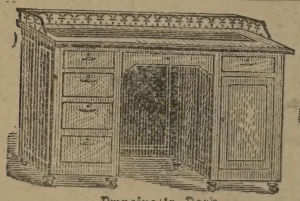

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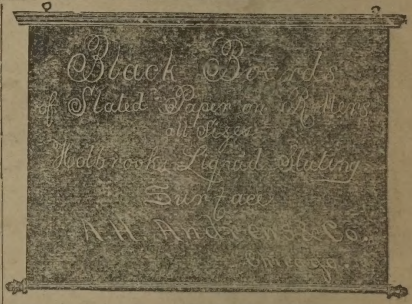

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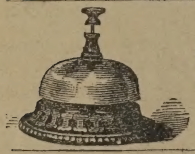

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